

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Town End Junior School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Catherine Wheatcroft
Pupil premium lead	Catherine Wheatcroft
Governor / Trustee lead	Zoe Farrow

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82643
Recovery premium funding allocation this academic year	£4169.69
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11424
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98236.69

# Part A: Pupil premium strategy plan

## Statement of intent

As a school, our ultimate goal for every child is that they thrive and succeed as lifelong learners. Our motto is Learning for Life, we uphold this in all our work with the children. We are committed to reducing the difference in attainment and progress between disadvantaged pupils and their peers, the Pupil Premium forms a vital part of that process.

We will provide support for:

- Pupils' access to education
- Pupils' access to the curriculum
- Alternative support and intervention within the school

**The key principles of the plan are:**

- As a school we remove barriers caused by things such as; family circumstance, finance, social deprivation and housing/living conditions. So that all children have the same opportunities.
- That the attainment gap will be narrowed so that disadvantaged children are not set back compared to their peers, this will be seen in data both locally and nationally.
- Children will gain a wide range of life experiences to develop their understanding of the world.
- Develop a wide range of vocabulary so that they can communicate effectively in a range of contexts.
- Children can read fluently and gain meaning from what they have read, being able to express their understanding clearly.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Phonics knowledge and vocabulary- especially in years 3 and 4
2	Narrowing the attainment gap between disadvantaged pupils and their peers
3	Children being able to self- regulate their emotions due to adverse childhood experiences
4	Attendance and punctuality of disadvantaged children.
5	Limited life experiences, e.g. visits, the arts, clubs and groups
6	Covid-19, higher levels of deprivation

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children to have made progress in acquiring secure phonic knowledge and a wider range of vocabulary.	Improved assessment scores in phonics and wider range of vocabulary used in discussion and work.
Attainment gap narrowed compared to other groups.	Data shows improved attainment.
Children can manage their emotions effectively so that they can function day to day in school and maximise their learning.	Children are calm throughout the day and they respond purposefully to tasks set/activities within school.
Attendance of disadvantaged children is in line with different groups.	Attendance data shows equivalence.
Children experience a wide range of activities and life experiences.	Children's knowledge and understanding of the world around them is improved. They are inquisitive and aspirational.
As a school we have reduced the impact of Covid-19 on families through pastoral, emotional and physical support.	Families responding to support from school and through being sign posted to other agencies. Physical support of food parcels and food availability at front of school through 'Fare share'.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Extra Course and Materials	<p>EEF report that analyses and outlines findings that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pho">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pho</a></p>	1&2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10561

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and targeted interventions including reading comprehension strategies	<p>Low to moderate cost for 4-6 months accelerated progress based on EEF evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	

<p>Extra reading for fluency and vocabulary support</p>	<p>Improving Literacy at Key Stage 2 Recommendation 1-</p> <p><b>Developing children’s language capabilities:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Improving Literacy at Key Stage 2 Recommendation 2-</p> <p><b>Support pupils to develop fluent reading capabilities:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Blog post explaining the significance of developing pupils’ reading fluency and how this can feature in literacy teaching practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency?utm_source=/news/eef-blog-shining-a-spotlight-on-reading-fluency&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency?utm_source=/news/eef-blog-shining-a-spotlight-on-reading-fluency&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20fluency</a></p>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Full-Time Learning Mentor for weekly sessions/group work to support children who are struggling with home issues.</p>	<p>Social and Emotional learning has a positive impact of +4 months from the EEF toolkit.</p>	<p>3</p>
<p>Targeted heavily subsidised or free extracurricular sports provision.</p>	<p>EEF toolkit shows that engagement on sports or physical activity can have an impact of +2 months onto progress</p>	<p>3</p>
<p>‘Get up and Go’ sessions for punctuality and attendance to support PP families and children’s well-being.</p>	<p>Attendance is key to progress and punctuality means that children are ready, settled and prepared to engage fully in their learning each day.</p>	<p>4</p>
<p>Monitoring of Attendance by Learning Mentor and HT</p>	<p>Patterns can be spotted and relationships formed with parents for better engagement and attendance.</p>	<p>4</p>

Heavily subsidised/free visits for PP children.	Children who have not had experiences struggle with creative writing and the use of language. Research shows that children produce a better quality of writing when they have experienced events first hand.	5
Free places in Music tuition- Rock Steady.	Wider experiences and inclusion in extra - curricular activities, boost self- esteem and give PP children same experiences as others.	5
Buying into Fare Share scheme Providing food parcels for vulnerable families.	Hungry children cannot learn well- scientifically proven. Children who are well nourished develop well. Also reduces stress on families so that homelife is more relaxed knowing that they have food in the cupboards.	6
Buying in Early help and family support through P4YP	Disadvantaged children often bring higher level of need from their homelife. Deprivation increased due to Covid-19. Early help cases nationally and locally have hit staggering highs including more serious social care matters. All social care facilities are stretched. By having Early help facilitated through school we improve relationships with families as well as reduce the need for social care intervention. Preventative measures- using the threshold document and having good working relationships and lines of communication.	4 & 6

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Teacher Assessment Results- children achieving the expected standard at the end of the academic year 2020-21*

*July 2021*

*Year 3 PP children-*

*Reading- 33%*

*Writing- 25%*

*Maths- 42%*

*Year 4 PP children-*

*Reading- 62%*

*Writing-14%*

*Maths- 62%*

*Year 5 PP children-*

*Reading-70%*

*Writing-10%*

*Maths- 50%*

*Year 6 PP children-*

*Reading- 44%*

*Writing- 55%*

*Maths- 65%*

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy	Nessy Learning
TT Rockstars	Maths Circle

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)